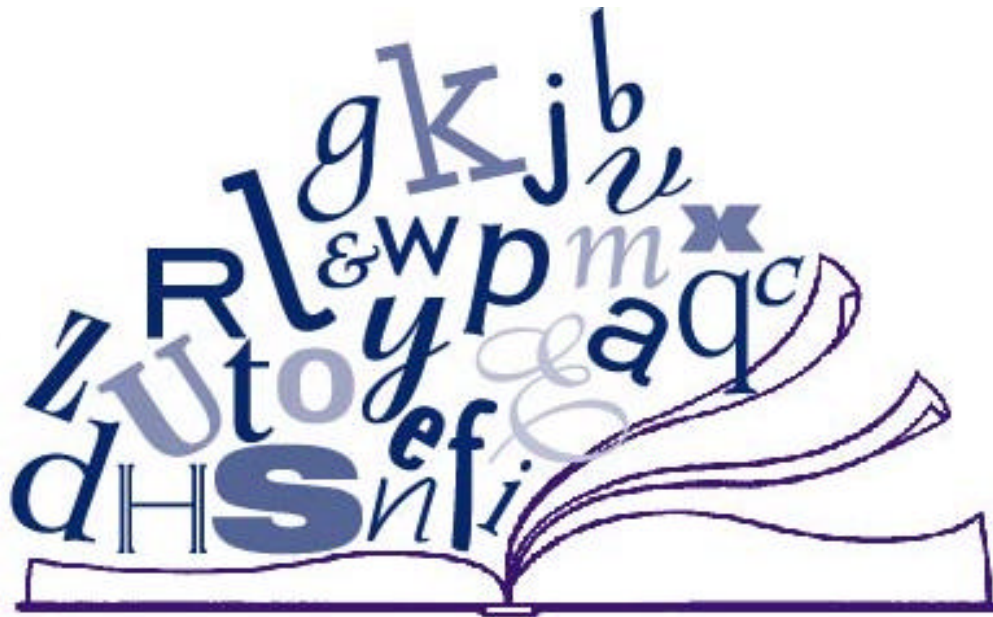


English Standards of Learning Curriculum Framework

DRAFT
Grade Nine



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2003

At the ninth-grade level, students will develop interpersonal communication skills as well as those skills required for more formal public speaking opportunities. They will present and critique dramatic readings of literary selections and will continue to develop proficiency in making planned oral presentations. Students will apply grammatical conventions in writing and speaking.

- 9.1 The student will plan, present, and critique dramatic readings of literary selections.
- Choose a literary form for presentation, such as poems, monologues, scenes from plays, or stories.
 - Adapt presentation techniques to fit literary form.
 - Use verbal and nonverbal techniques for presentation.
 - Evaluate impact of presentation.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">Students should select, plan, make, and critique dramatic readings of literary selections.Students may develop characters by using appropriate dialects.Students may use costumes and props to enhance dramatic scenes.	<p>All students should</p> <ul style="list-style-type: none">understand that verbal techniques include but are not limited to appropriate tone, diction, articulation, clarity, type and rate of delivery, and the use of pauses for emphasisunderstand that nonverbal techniques include but are not limited to eye contact, facial expressions, gestures, and stance.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">participate in dialogue scenes from plays, dramatic readings from short stories and/or novels, and perform interpretations of poetryuse verbal and nonverbal techniquesanalyze and critique the effectiveness of the speaker's or group's demeanor, voice, language, gestures, clarity of thought, organization of evidence, relevance of information, and deliveryanalyze and critique the relationship among purpose, audience, and content of presentationsevaluate the impact of the presentationsevaluate the effectiveness of verbal and nonverbal techniques.

- 9.2 The student will make planned oral presentations.
- Include definitions to increase clarity.
 - Use relevant details to support main ideas.
 - Illustrate main ideas through anecdotes and examples.
 - Cite information sources.
 - Make impromptu responses to questions about presentation.
 - Use grammatically correct language including, vocabulary appropriate to topic, audience, and purpose.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">Students will make planned oral presentations that are at least three to five minutes in duration.	<p>All students should</p> <ul style="list-style-type: none">define technical and specialized language to help the audience understand the content of their oral presentationscite information sourcesrespond clearly and informatively to audience's questions about their oral presentations..	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">include details, such as facts, statistics, quotations, information from interviews and surveys, and pertinent information discovered during research, to support the main ideas of their oral presentationsuse examples from their knowledge and experience to support the main ideas of their oral presentationsgive credit in their oral presentations to authors, researchers, and interviewers by citing titles of articles, magazines, newspapers, books, documents, and other reference materials used in presentationsuse grammar and vocabulary appropriate for situation, audience, topic, and purpose.

At the ninth-grade level, students will apply knowledge of literary terms and forms to their reading and writing and to analyses of literature and other printed materials. They will be introduced to literary works from a variety of cultures and eras. Students will continue to develop their reading comprehension skills through utilizing strategies to identify formats, text structure, and main idea.

- 9.3 The student will read and analyze a variety of literature.
- Identify format, text structure, and main idea.
 - Identify the characteristics that distinguish literary forms.
 - Use literary terms in describing and analyzing selections.
 - Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
 - Explain the relationship between author's style and literary effect.
 - Describe the use of images and sounds to elicit the reader's emotions.
 - Explain the influence of historical context on the form, style, and point of view of a written work.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Strategies for reading should be used to develop reading comprehension skills. Students will apply a process for reading as they analyze a variety of literature. They will study classical and contemporary selections that represent literary forms. Students will enhance their understanding of the characteristics of various literary forms through the reading and analyses of a variety of genres, such as poetry, prose, essays, short stories, historical fiction, and nonfiction. 	<p>All students should</p> <ul style="list-style-type: none"> understand the relationships between and among the elements of literature and how these elements work together to create effective literary selections understand the relationship between an author's style and literary effect understand how authors are often influenced either consciously or unconsciously by the ideas and values of the times in which they live 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify the differing characteristics that distinguish the literary forms of <ul style="list-style-type: none"> narrative: short story, anecdote, character sketch, fable, legend, myth, tall tale, allegory, biography, autobiography, novel poetry: epic, ballad, sonnet, lyric, elegy, ode drama: comedy, tragedy essay: editorial, journal/diary, informative/explanatory, analytical, speech explain the relationships between and among the elements of literature, such as characters, plot, setting, tone, point of view (first person, third person limited, and third person omniscient), and theme <p>continued</p>

- 9.3 The student will read and analyze a variety of literature.
- Identify format, text structure, and main idea.
 - Identify the characteristics that distinguish literary forms.
 - Use literary terms in describing and analyzing selections.
 - Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
 - Explain the relationship between author's style and literary effect.
 - Describe the use of images and sounds to elicit the reader's emotions.
 - Explain the influence of historical context on the form, style, and point of view of a written work.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
	<p>All students should</p> <ul style="list-style-type: none"> understand author's use of figurative language to create images. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify types of figurative language <ul style="list-style-type: none"> metaphor simile analogy symbolism personification paradox oxymoron apostrophe allusion imagery dialect pun understatement <p>continued</p>

- 9.3 The student will read and analyze a variety of literature.
- Identify format, text structure, and main idea.
 - Identify the characteristics that distinguish literary forms.
 - Use literary terms in describing and analyzing selections.
 - Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
 - Explain the relationship between author's style and literary effect.
 - Describe the use of images and sounds to elicit the reader's emotions.
 - Explain the influence of historical context on the form, style, and point of view of a written work.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
	<p>All students should</p> <ul style="list-style-type: none"> understand author's use of structuring techniques to present literary content. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify and analyze an author's use of diction (word choice) to convey ideas and content. <ul style="list-style-type: none"> – rhetorical question – cliché – connotation – denotation – hyperbole – irony – dramatic – situational – verbal – dialect – pun – understatement identify structuring techniques <ul style="list-style-type: none"> – dialogue – foreshadowing – flashback <p>continued</p>

- 9.3 The student will read and analyze a variety of literature.
- Identify the characteristics that distinguish literary forms.
 - Use literary terms in describing and analyzing selections.
 - Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
 - Explain the relationship between author's style and literary effect.
 - Describe the use of images and sounds to elicit the reader's emotions.
 - Explain the influence of historical context on the form, style, and point of view of a written work.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
	<p>All students should</p> <ul style="list-style-type: none"> understand author's use of structuring techniques to present literary content. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify and analyze an author's use of structuring techniques to present literary content. <ul style="list-style-type: none"> soliloquy stanza forms couplet quatrain sestet octet (octave) verse plot setting theme protagonist point of view speaker narrator <p>continued</p>

- 9.3 The student will read and analyze a variety of literature.
- Identify the characteristics that distinguish literary forms.
 - Use literary terms in describing and analyzing selections.
 - Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
 - Explain the relationship between author's style and literary effect.
 - Describe the use of images and sounds to elicit the reader's emotions.
 - Explain the influence of historical context on the form, style, and point of view of a written work.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
	<p>All students should</p> <ul style="list-style-type: none">understand the techniques an author uses to convey information about a characterunderstand a character's development in a text.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">analyze the techniques used by the author to convey information about a character, such as<ul style="list-style-type: none">direct exposition (what is said about the character)character's actions (what the character does)character's thoughts (what the character thinks)analyze a character's development throughout the text, including<ul style="list-style-type: none">dynamic characterflat characterstatic characterround charactercaricaturestereotype

- 9.4 The student will read and analyze a variety of informational materials (manuals, textbooks, business letters, newspapers, brochures, reports, catalogs) and nonfiction materials including journals, essays, speeches, biographies, and autobiographies.
- Identify a position/argument to be confirmed, disproved, or modified.
 - Evaluate clarity and accuracy of information.
 - Synthesize information from sources and apply it in written and oral presentations.
 - Identify questions not answered by a selected text.
 - Extend general and specialized vocabulary through speaking, reading and writing.
 - Read and follow instructions to complete an assigned project or task.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> This standard encourages the implementation and use of activities that support a process for reading. Students will understand before, during, and after reading strategies. Students will read and analyze a variety of nonfiction, informational materials. Nonfiction is prose material that is factual or informational. 	<p>All students should</p> <ul style="list-style-type: none"> employ activities that support the reading process understand that specialized vocabulary is vocabulary that is unique to a specific content, topic or discipline. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use before, during, and after reading strategies identify a position/argument in a text evaluate the clarity and accuracy of information found in informational texts <ul style="list-style-type: none"> manuals textbooks business letters newspapers brochures reports catalogs journals essays speeches biographies autobiographies complete an assigned task increase general and specialized vocabulary through speaking, reading, and writing.

9.5 The student will read dramatic selections.

- a) Identify the two basic parts of drama: staging and scripting.
- b) Compare and contrast the elements of character, setting, and plot in one-act plays and full-length plays.
- c) Describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Students will read one-act and full-length plays. Students will analyze various dramatic works. Students will understand how stage directions enhance the impact of dramatic selections in reading and in performance. 	<p>All students should</p> <ul style="list-style-type: none"> understand that in short stories and novels, setting, mood, characters, plot, and theme are created through narration and dialogue. In contrast, the elements of setting and mood in dramatic selections are often revealed through staging 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify the components of staging <ul style="list-style-type: none"> lighting design and cues costumes set design set decoration: properties/props stage movement/blocking voice: tone, pitch, inflection, emotion facial expressions make-up curtain cues music/sound effects identify the components of scripting <ul style="list-style-type: none"> dramatic structure: exposition, rising action, complication, conflict, climax, falling action, resolution, denouement (conclusion/resolution) monologue soliloquy dialogue aside dialect compare and contrast the elements of character, setting, and plot in or among one-act plays and full-length plays describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.

At the ninth-grade level, students will write narrative, literary, expository, and informational forms with an emphasis on analysis. As in every grade, daily writing experiences are essential for all ninth-grade students. They will develop as writers by participating in a process for writing: prewriting, organizing, composing, revising, editing, and publishing. Students will edit writings for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- 9.6 The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.
- Generate, gather, and organize ideas for writing.
 - Plan and organize writing to address a specific audience and purpose.
 - Communicate clearly the purpose of the writing.
 - Write clear, varied sentences.
 - Use specific vocabulary and information.
 - Arrange paragraphs into a logical progression.
 - Revise writing for clarity.
 - Proofread and prepare final product for intended audience and purpose.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Students will plan, compose, revise, and edit writing in a variety of forms and for a variety of audiences and purposes. Writing will encompass narrative, expository, and informational forms. Students develop as writers by participating in a process for writing – prewriting, organizing, composing, revising, editing, and publishing. 	<p>All students should</p> <ul style="list-style-type: none"> understand the writing process understand the importance of audience and purpose when writing 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> develop written products that demonstrate their understanding of composing, written expression, and usage/mechanics proofread materials for intended audience and purpose. use prewriting strategies and organize their writing communicate the purpose of the writing write clear, varied sentences use specific vocabulary and information arrange paragraphs into a logical progression revise their writing for clarity.

- 9.7 The student will edit writing for correct use of language, sentence formation, punctuation, capitalization, and spelling as part of the writing process.
- Use and apply rules for the parts of a sentence including: subject/verb, direct/indirect object and predicate nominative/predicate adjective.
 - Use parallel structures across sentences and paragraphs.
 - Use appositives and main/subordinate clauses.
 - Use commas and semicolons to distinguish and divide main and subordinate clauses.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Students will focus on editing and the application of grammatical conventions in writing. 	<p>All students should</p> <ul style="list-style-type: none"> know the rules for the parts of a sentence <ul style="list-style-type: none"> understand that parallel structure means using the same grammatical form to express equal or parallel ideas understand that a main clause is an independent clause that expresses a complete thought and can stand alone as a sentence understand that a subordinate clause is a dependent clause and does not express a complete thought understand rules for commas and semicolons when dividing main and subordinate clauses. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> apply rules for sentence development, including: <ul style="list-style-type: none"> subject/verb direct object indirect object predicate nominative predicate adjective use parallel structure when <ul style="list-style-type: none"> linking coordinate ideas comparing or contrasting ideas linking ideas with correlative conjunctions <ul style="list-style-type: none"> both...and either...or neither...nor not only...but also distinguish and divide main and subordinate clauses using commas and semicolons.

At the ninth-grade level, students will develop skills in using print, electronic databases and online resources to access information. Students will also use a standard style method to credit sources of ideas used in research writing. Students will demonstrate correct understanding of grammatical conventions through the application of rule for correct use of language, spelling, and mechanics.

Standard 9.8**Strand: Research****Grade Level 9**

- 9.8 The student will credit the sources of both quoted and paraphrased ideas.
- Define the meaning and consequences of plagiarism.
 - Distinguish one's own ideas from information created or discovered by others.
 - Use a style sheet, including MLA (Modern Language Association) or APA (American Psychological Association), for citing secondary sources.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">Students will differentiate their original thoughts and ideas from the thoughts and ideas of others.Students will distinguish common knowledge from information that is unique to a source or author.Students will use a standard style method such as MLA (Modern Language Association) or APA (American Psychological Association) to cite sources.	<p>All students should</p> <ul style="list-style-type: none">understand the definition of plagiarismunderstand the consequences of plagiarismunderstand the format for citing sources of information.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">avoid plagiarism by<ul style="list-style-type: none">defining plagiarism as the act of presenting someone else's ideas as one's ownrecognizing that one must correctly cite sources to give credit to the author of the original workrecognizing that sources of information must be cited even when the information has been paraphrasedusing quotation marks when someone else's exact words are quoteddistinguish one's own ideas from information created or discovered by othersuse a style sheet method to cite sources.<ul style="list-style-type: none">Modern Language AssociationAmerican Psychological Association

- 9.9 The student will use print, electronic databases, and online resources to access information.
- Identify key terms specific to research tools and processes.
 - Narrow the focus of a search.
 - Scan and select resources.
 - Distinguish between reliable and questionable Internet sources and apply responsible use of technology.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Students will recognize that Internet, electronic databases, and online resources complement books and the traditional library as key avenues for accessing, organizing, and presenting information. Students will acquire skills in evaluating technology resources and how to embed electronic information in a research document. 	<p>All students should</p> <ul style="list-style-type: none"> understand how to use electronic databases and online resources to conduct research understand the rules for responsible use of technology. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify and use key terms, such as <ul style="list-style-type: none"> electronic database search engine electronic mail World Wide Web Web browser online services hotlinks narrow the focus of a search identify useful search terms combine search terms effectively to narrow a search be able to scan research information and select resources based upon reliability, accuracy, and relevance to the purpose of the research be able to evaluate resources and differentiate between Internet sources that are questionable and those that are reliable apply the rules for responsible use of technology.

English Standards of Learning Curriculum Framework

DRAFT
Grade Ten



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2003

At the tenth-grade level, students will become skilled communicators in small-group learning activities. They will assume and evaluate individual roles in presenting oral reports. They will also examine and critique the overall effectiveness of the group process. They will use grammatically correct language that is appropriate to the topic, audience, and purpose.

- 10.1 The student will participate in and report small-group learning activities.
- a) Assume responsibility for specific group tasks.
 - b) Participate in the preparation of an outline or summary of the group activity.
 - c) Include all group members in oral presentation.
 - d) Use grammatically correct language including, vocabulary appropriate to the topic, audience, and purpose.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">Individual students will actively contribute to group activities and participate in small-group oral presentations.	<p>All students should</p> <ul style="list-style-type: none">assume responsibility for specific tasksmake an effort to include all group members in the discussions and presentations.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">participate in the preparation of an outline or summary of the group activity, including the preparation of their individual roles in the group presentationparticipate in small-group learning activities by contributing ideas and respectfully listening to and considering the views of the other group membersuse grammatically correct language.

- 10.2 The student will critique oral reports of small-group learning activities.
- a) Evaluate one's own role in preparation and delivery of oral reports.
 - b) Evaluate effectiveness of group process in preparation and delivery of oral reports.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">Students will evaluate their strengths and weaknesses when participating in small-group oral presentations.Students will examine their preparation, interaction, and performances as group members. In addition, students will evaluate the overall effectiveness of their group's preparation and presentation.	<p>All students should</p> <ul style="list-style-type: none">periodically reflect on their own role during the process and at the conclusion of the activity.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">define a specific role as a group memberaccess and organize information as part of a group projectevaluate their own roles in the preparation and delivery of oral reportscritique and offer suggestions for improving their own group's presentations and their classmates' group presentations.

At the tenth-grade level, students will read, comprehend, critique and analyze a variety of literary works. They will interpret a variety of informational materials, such as labels, manuals, warranties, directions, applications, technical descriptions, contracts, and forms to complete specific tasks.

- 10.3 The student will read, comprehend, and critique literary works.
- Identify text organization and structure.
 - Identify main and supporting ideas.
 - Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
 - Explain similarities and differences of techniques and literary forms represented in the literature of different cultures.
 - Identify universal themes prevalent in the literature of all cultures.
 - Examine a literary selection from several critical perspectives.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Students will know how a variety of literary works, themes, and universal themes define literature. They will read a wide range of literary genres from different cultures and time periods in order to gain an appreciation of the cultural history and see the connections in images and themes that connect all peoples. 	<p>All students should</p> <ul style="list-style-type: none"> construct meaning from text by making connections between what they already know and the new information they read understand how literary works are constructed by identifying text organization and structure. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify organizational pattern and text structure for literary works. know a variety of works from a variety of cultures, including <ul style="list-style-type: none"> short stories poems plays novels essays explain similarities and differences among genres in different cultures, such as <ul style="list-style-type: none"> haiku sonnets fables myths <p>continued</p>

- 10.3 The student will read, comprehend, and critique literary works.
- Identify text organization and structure.
 - Identify main and supporting ideas.
 - Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
 - Explain similarities and differences of techniques and literary forms represented in the literature of different cultures.
 - Identify universal themes prevalent in the literature of all cultures.
 - Examine a literary selection from several critical perspectives.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">identify recurring cultural themes, such as<ul style="list-style-type: none">struggles with naturesurvival of fittestcoming of agepower of loveloss of innocencestruggle with selfdisillusionment with lifescientific progresspower of naturealienation and isolationhonoring the historical pastgood overcoming eviltolerance of the atypical <p>continued</p>

- 10.3 The student will read, comprehend, and critique literary works.
- Identify text organization and structure.
 - Identify main and supporting ideas.
 - Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
 - Explain similarities and differences of techniques and literary forms represented in the literature of different cultures.
 - Identify universal themes prevalent in the literature of all cultures.
 - Examine a literary selection from several critical perspectives.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">describe common cultural archetypes that pervade literature, such as the<ul style="list-style-type: none">hero/heroinetricksterfaithful companionoutsider/outcastrugged individualistshrewinnocentvillaincaretakerEarth motherrebelmisfitexamine a literary selection from several different critical perspectives.

10.4 The student will read and interpret informational materials.

- a) Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks.
- b) Skim manuals or informational sources to locate information.
- c) Compare and contrast product information contained in advertisements with instruction manuals and warranties.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">Students will understand that reading informational text is fundamental to being a literate person in today's society.Students need to be skilled readers of informational texts and technical manuals and have the ability to apply different reading strategies when engaging with a variety of print materials.	<p>All students should</p> <ul style="list-style-type: none">recognize that background knowledge may be necessary to understand handbooks and manualsread carefully the information in labels, warnings, directions, applications, and formsknow that informational and technical writing is often non-linear, fragmented, and graphic-supportedunderstand reading strategies and how they are used to locate specific information in print materials.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">understand the different formats and purposes of informational and technical textslocate specific information in manuals or other informational sources by using strategies, such as skimming, summarizing, and highlightingidentify how format and style in consumer materials are different from those in narrative and expository textdemonstrate an understanding of the information read by successfully completing simulations or actual tasks.

10.5 The student will read and analyze a variety of poetry.

- a) Compare and contrast the use of rhyme, rhythm, and sound to convey a message.
- b) Compare and contrast the ways in which poets use techniques to evoke emotion in the reader.
- c) Interpret and paraphrase the meaning of selected poems.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Students will read and analyze poetry, focusing on rhyme, rhythm, and sound. Students will compare and contrast poetic elements that poets use to evoke an emotional response. Students will interpret poetry and paraphrase meanings to reflect their understanding of the poems. 	<p>All students should</p> <ul style="list-style-type: none"> understand rhyme, rhythm, and sound elements understand techniques poets use to evoke emotion in the reader demonstrate understanding of selected poems. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> compare and contrast rhyme, rhythm, and sound elements in order to aid in understanding the poem's message, including <ul style="list-style-type: none"> alliteration assonance blank verse consonance free verse iambic pentameter onomatopoeia repetition refrain rhyme approximate (slant) end internal stanza forms couplet quatrain sestet octet (octave) <p>continued</p>

10.5 The student will read and analyze a variety of poetry.

- a) Compare and contrast the use of rhyme, rhythm, and sound to convey a message.
- b) Compare and contrast the ways in which poets use techniques to evoke emotion in the reader.
- c) Interpret and paraphrase the meaning of selected poems.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• compare and contrast the ways in which poets use techniques to evoke emotion in the reader, including<ul style="list-style-type: none">– figurative language– metaphor– simile– rhythm– diction– meter– rhyme– tone• interpret and paraphrase the meanings of selected poems.

10.6 The student will read and critique dramatic selections.

- a) Explain the use of asides, soliloquies, and monologues in the development of a single character.
- b) Compare and contrast character development in a play to characterization in other literary forms.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">Students will be able to explain how characterization differs between drama and other literary forms.Students will identify and explain specific dramatic techniques used by playwrights.	<p>All students should</p> <ul style="list-style-type: none">understand that characterization involves literary techniques used to create a characterknow that asides, soliloquies, and monologues focus on single characters, giving insight into their thinking and providing the audience with a deeper understanding of the playunderstand dramatic conventions.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">analyze the use of dialogue, special effects, music, and set to interpret characterscompare and contrast character development in a play as compared to other literary forms, such as a short story or novel.Identify and describe dramatic conventions, such as<ul style="list-style-type: none">– aside– soliloquy– monologue– irony– dramatic– verbal– situational

At the tenth-grade level, students will develop their expository writing skills by analyzing and critiquing peer and professional writing. They will learn effective techniques of organization and development by analyzing, revising, and evaluating written forms and ideas. They will edit writing for correct use of language, sentence formation, punctuation, capitalization, and spelling as part of the writing process.

- 10.7 The student will develop a variety of writings with an emphasis on exposition.
- Generate, gather, plan and organize ideas for writing.
 - Elaborate ideas clearly through word choice and vivid description.
 - Write clear, varied sentences.
 - Organize ideas into a logical sequence.
 - Revise writing for clarity and content of presentation.
 - Proofread and prepare final product for intended audience and purpose.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Students will know how to move through the stages of a writing process, from planning to drafting, revising, editing, and proofreading in order to produce expository writing. Students will understand that expository writing is prose that explains ideas through the use of a clear general statement of the writer's point (thesis) and through the development of ideas, using specific evidence and illustrations for support. 	<p>All students should</p> <ul style="list-style-type: none"> understand the writing process understand expository texts and develop products that reflect that understanding understand effective organizational patterns. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> write expository text that <ul style="list-style-type: none"> explains a process compares and contrasts ideas shows cause and effect enumerates details defines ideas and concepts develop written products that demonstrate their understanding of composing, written expression, and usage/mechanics plan and organize their ideas for writing elaborate ideas clearly through word choice and vivid description vary sentence structures for effect use visual and sensory language develop ideas deductively and inductively and organize ideas into a logical sequence use peer and self-evaluation to review and revise writing <p>continued</p>

- 10.7 The student will develop a variety of writings with an emphasis on exposition.
- General, gather, plan and organize ideas for writing.
 - Elaborate ideas clearly through word choice and vivid description.
 - Write clear, varied sentences.
 - Organize ideas into a logical sequence.
 - Revise writing for clarity and content of presentation.
 - Proofread and prepare final product for intended audience and purpose.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• apply effective organizational patterns, such as comparison/contrast, chronological, spatial, cause-and-effect, definition, order of importance, explaining, listing, and problem/solution.• revise writing for clarity and content of presentation• proofread and prepare final product for intended audience and purpose.

- 10.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use a style manual, including MLA (Modern Language Association) or APA (American Psychological Association), to apply rule for punctuation and formatting of direct quotations.
 - Apply rules governing use of the colon.
 - Distinguish between active voice and passive voice.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">Students will continue to build knowledge of grammar through the application of rules for parts of a sentence and text.Students will use a style manual, including MLA (Modern Language Association) or APA (American Psychological Association) to punctuate and format sentences and text.	<p>All students should</p> <ul style="list-style-type: none">use a style manual for punctuation and formatting of direct quotationsunderstand how to use colonsunderstand that active voice is when the subject of a verb performs the action and passive voice is when the subject of a verb receives the action.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">use direct quotations in their writing, and apply MLA or APA style for punctuation and formatting.know and apply the rules for the use of a colon<ul style="list-style-type: none">before a list of itemsbefore a long, formal statement or quotationafter the salutation of a business letterdistinguish between active voice and passive voice.

- 10.9 The student will critique professional and peer writing.
- Analyze the writing of others.
 - Describe how the author accomplishes the intended purpose of a writing.
 - Suggest how writing might be improved.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Students will be able to describe how writers accomplish their intended purpose. Students will analyze writings critically, using knowledge of composition, written expression, sentence formation, and usage/mechanics. They will also suggest ways that writings can be improved. 	<p>All students should</p> <ul style="list-style-type: none"> understand the specific writing domains of composing, written expression, and usage/mechanics in what they read understand how writers use organization and details to communicate their purposes. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify and apply features of the writing domains, including <ul style="list-style-type: none"> effective organization clear structure sentence variety unity and coherence tone and voice effective word choice clear purpose appropriate mechanics and usage accurate and valuable information state a thesis and support it with examples state a main idea and use details to explain it use inductive organization to keep a reader in suspense evaluate analytical writing by examining and understanding how individual parts of a text relate to the whole, including its purpose and structure suggest how writing might be improved.

10.10 The student will use writing to interpret, analyze, and evaluate ideas.

- a) Explain concepts contained in literature and other disciplines.
- b) Translate concepts into simpler or more easily understood terms.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">Through reader-response and critical analysis, students will understand their reactions to the writing and respond through formal critiques, paraphrasing ideas into a more concise format. In addition, they will make connections between literature and other disciplines.	<p>All students should</p> <ul style="list-style-type: none">be able to respond to literature they readunderstand the connections between literature and other disciplines.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">respond to what they read by writing summaries, interpretations, and comparisons of literary, informational, and technical textsuse paraphrasing to summarize and synthesize ideas both in literature and content-area studies.

At the tenth-grade level, students will develop skills in accessing, evaluating, organizing, and presenting information in the research process. Students will also credit sources for quoted and paraphrased information. Students will present writing in a format appropriate for audience and purpose.

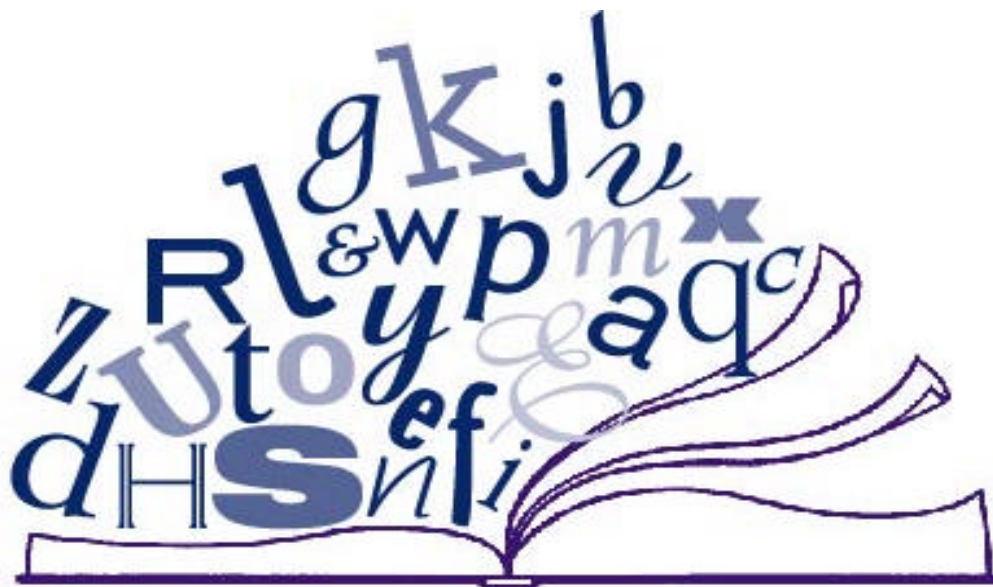
10.11 The student will collect, evaluate, organize, and present information.

- a) Organize information from a variety of sources.
- b) Develop the central idea or focus.
- c) Verify the accuracy and usefulness of information.
- d) Credit sources for both quoted and paraphrased ideas.
- e) Present information in an appropriate format, such as oral presentations, written reports, or visual products.
- f) Use technology to access information, organize ideas, and develop writing.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">Students will utilize a variety of sources to access ideas, check the information for accuracy and value, and organize the facts into an oral presentation, a written report, or a visual product.	<p>All students should</p> <ul style="list-style-type: none">understand the steps involved in organizing information gathered from researchbe able to verify the accuracy and usefulness of informationunderstand how to credit sources of information.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">use technology along with other resources to gather information from various sourcesevaluate the accuracy and relevance of informationorganize information coherentlyuse organizational patterns, such as comparison/contrast, chronological, spatial, cause/effect, definition, order of importance, explaining, listing or enumeration, problem/solutioncite primary and secondary sources of information, using the MLA (Modern Language Association) or APA (American Psychological Association) method of documentation.

English Standards of Learning Curriculum Framework

DRAFT
Grade Eleven



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2003

At the eleventh-grade level, students will use a variety of oral-communication skills and provide accurate evidence to give informative and persuasive oral presentations. They will also critique and assess the effectiveness of persuasive presentations by others.

- 11.1 The student will make informative and persuasive presentations.
- Gather and organize evidence to support a position.
 - Present evidence clearly and convincingly.
 - Support and defend ideas in public forums.
 - Use grammatically correct language including, vocabulary appropriate to the topic, audience, and purpose.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">Students will give effective informative, persuasive presentations, using appropriate oral-communication skills.Students will use grammatically correct language in preparation and presentation of ideas and thoughts.	<p>All students should</p> <ul style="list-style-type: none">understand how reading, writing and discussion can be used to generate ideas and plan presentationsunderstand how to support and defend their ideasunderstand rhetorical devices and techniquesbe able to identify speech appropriate for audience, topic, and situation.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">define a position and select evidence to support that position through reading, writing, and discussiondevelop well-organized presentations to defend a position or present informationapply persuasive rhetorical devices and techniquesuse effective evidence and oral-delivery skills to convince an audiencemake oral-language choices based on target audience response.

11.2 The student will analyze and evaluate informative and persuasive presentations.

- a) Critique the accuracy, relevance, and organization of evidence.
- b) Critique the clarity and effectiveness of delivery.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Students will become critical listeners by assessing the effectiveness of oral presentations. 	<p>All students should</p> <ul style="list-style-type: none"> understand effective oral-delivery techniques be able to evaluate and critique content and delivery of oral presentations. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> establish a purpose maintain appropriate eye contact address an audience with appropriate <ul style="list-style-type: none"> volume enunciation language choices poise adopt an appropriate tone maintain appropriate rhythm evaluate the use of persuasive techniques, such as <ul style="list-style-type: none"> introduction (for grabbing interest and establishing unity) organization proof/support logic loaded language rhetorical devices, such as <ul style="list-style-type: none"> call to action elevated language rhetorical question appeals to emotion repetition figurative language conclusion <p>continued</p>

11.2 The student will analyze and evaluate informative and persuasive presentations.

- a) Critique the accuracy, relevance, and organization of evidence.
- b) Critique the clarity and effectiveness of delivery.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• critique the accuracy, relevance, and organization of evidence• critique the clarity and effectiveness of delivery.

At the eleventh-grade level, students will enhance their appreciation for literature by studying American literature, both classic and contemporary. They will read a variety of literary genre and informational texts to identify the prevalent themes in American literature that are reflective of American history and culture. In addition, students will identify the contributions of other cultures to the development of American literature.

11.3 The student will read and analyze relationships among American literature, history, and culture.

- a) Describe contributions of different cultures to the development of American literature.
- b) Compare and contrast the development of American literature in its historical context.
- c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
- d) Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Students will understand literature as it relates to the cultural and historical period in which it was written. More specifically, students will recognize how authors are influenced by the ideas and values of their times. For this reason, literary selections typically reflect not only the values and ideas of the authors who wrote them but also the values and ideas of the times in which they were written. Students will also learn how the ideas presented in literary works influence the values or conditions of the society in which the works were written. 	<p>All students should</p> <ul style="list-style-type: none"> understand characteristics and cultures of historical periods and literary movements associated with each century recognize and understand universal characters, themes, and motifs in American literature understand how author's intent is achieved by the use of context and language. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> discuss how the subject matter, style, literary type, theme, and purpose of literary works reflect the culture and events of the times in which the works were written describe and contrast historical periods from which particular literary pieces derive and the cultures that they portray describe and contrast literary movements associated with each century, such as <ul style="list-style-type: none"> Colonialism/Puritanism (17th century) Revolutionary/Rationalism (18th century) Romanticism, Transcendentalism, Regionalism, Realism, Naturalism (19th century) Symbolism/Modernism, Harlem Renaissance, Postmodernism (20th century) differentiate among universal characters in American literature, such as the <ul style="list-style-type: none"> hero/heroine rugged individualist trickster innocent <p>continued</p>

- 11.3 The student will read and analyze relationships among American literature, history, and culture.
- Describe contributions of different cultures to the development of American literature.
 - Compare and contrast the development of American literature in its historical context.
 - Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
 - Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • differentiate among universal characters in American literature, such as the <ul style="list-style-type: none"> – faithful companion – outsider/outcast – villain – caretaker – Earth mother – misfit – rebel – lonely orphan looking for a home • identify major themes in American literature, such as <ul style="list-style-type: none"> – the American Dream – loss of innocence – coming of age – relationship with nature – relationship with society – relationship with science – alienation and isolation – survival of the fittest – disillusionment – rebellion and protest <p>continued</p>

- 11.3 The student will read and analyze relationships among American literature, history, and culture.
- Describe contributions of different cultures to the development of American literature.
 - Compare and contrast the development of American literature in its historical context.
 - Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
 - Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">describe the language choices and devices that authors use, such as<ul style="list-style-type: none">– rhetorical question– sarcasm– satire– parallelism– connotation/denotation– pun– irony– literal and figurative language– tone– word choice (diction)– dialectdescribe how the use of context and language structures conveys an author's intent and viewpoint.

- 11.4 The student will read and analyze a variety of informational material.
- Use information from texts to clarify or refine understanding of academic concepts.
 - Read and follow directions to complete an application for college admission, for a scholarship, or for employment.
 - Apply concepts and use vocabulary in informational and technical materials to complete a task.
 - Generalize ideas from selections to make predictions about other texts.
 - Analyze information from a text to draw conclusions.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">Students will read, understand, and use a variety of informational texts. They will develop specific reading skills in order to generalize ideas, make predictions, and follow directions. They will identify and analyze the steps in their own reading process in order to broaden their critical understanding.	<p>All students should</p> <ul style="list-style-type: none">understand how to analyze informational materialunderstand reading strategies and be able to use those strategies to analyze text.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">analyze and use the basic vocabulary and concepts of informational texts in all disciplinesdevelop effective applications, essays, resumes, and employment forms through simulations and real-life opportunitiesanalyze key vocabulary, such as jargon, technical terms, and content-specific vocabularyknow the purpose of the text they are to read and their own purpose in reading itidentify main ideas and supporting detailsuse format (page design and layout) to aid in understanding of textunderstand how an organizational pattern enhances the meaning of a textapply their knowledge of specific genres and forms to other texts.

11.5 The student will read and critique a variety of poetry.

- a) Analyze the poetic elements of contemporary and traditional poems.
- b) Identify the poetic elements and techniques that are most appealing and that make poetry enjoyable.
- c) Compare and contrast the works of contemporary and past American poets.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Students will read, analyze, critique, and compare a variety of contemporary and traditional poetry. They will develop an appreciation for poetic elements and techniques. A complete listing of poetic elements and techniques is included in tenth-grade SOL 10.5. 	<p>All students should</p> <ul style="list-style-type: none"> understand that classic poetry is poetry that has withstood the test of time, is written by recognized poets, and uses traditional elements. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify and understand the elements of classic poetry <ul style="list-style-type: none"> elevated language/style figurative language rhyme strong regularity in metrical patterns identify and discuss the elements and techniques that poets use to achieve a desired result, such as <ul style="list-style-type: none"> imagery precise word choice sound devices metrical patterns metaphorical/figurative language use poetic elements to explain, analyze, and evaluate poetry compare and contrast the subject matter, theme, form, language, and purpose of works of classic poets with those of contemporary poets <p>continued</p>

11.5 The student will read and critique a variety of poetry.

- a) Analyze the poetic elements of contemporary and traditional poems.
- b) Identify the poetic elements and techniques that are most appealing and that make poetry enjoyable.
- c) Compare and contrast the works of contemporary and past American poets.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• read works by significant and representative poets from each literary movement associated with each century, such as<ul style="list-style-type: none">– Colonialism/Puritanism (17th century)– Revolutionary/Rationalism (18th century)– Romanticism, Transcendentalism, Regionalism, Realism, Naturalism (19th century)– Symbolism/Modernism, Harlem Renaissance, Postmodernism (20th century)– Contemporary (21st century)– Symbolism/Modernism, Harlem Renaissance, Postmodernism (20th century)– Contemporary (21st century)

- 11.6 The student will read and critique a variety of dramatic selections.
- Describe the dramatic conventions or devices used by playwrights to present ideas.
 - Compare and evaluate adaptations and interpretations of script for stage, film, or television.
 - Explain the use of verbal, situational, and dramatic irony.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">Students will read and critique a variety of dramatic selections.Students will identify and explain specific dramatic conventions or devices used by playwrights to present ideas.A complete listing of stage directions is included in the Essential Knowledge, Skills, or Processes for English SOL 9.5.	<p>All students should</p> <ul style="list-style-type: none">understand dramatic conventions and devices used by playwrights to present ideasunderstand verbal, situational, and dramatic irony.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">identify and describe dramatic conventions, such as<ul style="list-style-type: none">asidestage directionssoliloquymonologueironydramaticsituationalverbal

At the eleventh-grade level, students will write in a variety of forms with an emphasis on persuasive essays and professional correspondence. Students will use their knowledge of genre, format, purpose, audience, and situation to produce clear and effective products that reflect all stages of the writing process.

- 11.7 The student will develop a variety of writings with an emphasis on persuasion.
- Generate, gather, plan, and organize ideas for writing.
 - Develop a focus for writing.
 - Evaluate and cite application information.
 - Organize ideas into a logical sequence.
 - Elaborate ideas clearly and accurately.
 - Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
 - Revise writing for accuracy and depth of information.
 - Proofread final copy and prepare document for intended audience or purpose.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Students will use a process for writing to communicate clearly and persuasively. Students will support a position by selecting valid information and amplifying their text logically. 	<p>All students should</p> <ul style="list-style-type: none"> understand the writing process be able to locate and select appropriate information that supports a clear purpose and position understand vocabulary is used to develop voice and tone for a specific audience, purpose, or situation. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> develop a clear focus for writing understand a variety of organizational patterns elaborate ideas clearly and accurately use specific revision strategies revise writing for accuracy and depth of information use standard MLA (Modern Language Association) or APA (American Psychological Association) form of documentation.

- 11.8 The student will edit writing for correct use of language, sentence formation, punctuation, capitalization, and spelling as part of the writing process.
- Use a style manual, including Modern Language Association (MLA) or American Psychological Association (APA), for producing research projects.
 - Apply rules governing the use of verbals (gerunds, infinitives and participles) and verbal phrases.
 - Adjust sentences and paragraph structures for a variety of purposes and audiences.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Students will use the MLA or APA style manual in producing research projects. Students will understand and apply rules for the use of verbals and verbal phrases. 	<p>All students should</p> <ul style="list-style-type: none"> understand and apply the rules of the MLA or APA style manual in producing research projects understand verbals and verbal phrases and use them appropriately in writing use grammatical conventions to adjust sentence and paragraph structures for a variety of purposes and audiences. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> apply MLA (Modern Language Association) or APA (American Psychological Association) style for producing research projects. apply rules for verbals: <ul style="list-style-type: none"> Gerund Infinitive Participle apply rules for verbal phrases: <ul style="list-style-type: none"> Participial phrase Absolute phrase Gerund phrase Infinitive phrase

- 11.9 The student will write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the work place and higher education.
- Apply a variety of planning strategies to generate and organize ideas.
 - Organize information to support the purpose of the writing.
 - Present information in a logical manner.
 - Revise writing for clarity.
 - Use technology to access information, plan a composition, and develop writing.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Students will write clear and accurate personal, professional, and informational correspondence. They will use a writing process to develop real-world, practical products. 	<p>All students should</p> <ul style="list-style-type: none"> understand the writing process understand a variety of organizational patterns understand revision strategies understand how to use models of professional and personal correspondence for their own purposes understand how technology can be used to access, develop, and modify documents. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> apply a variety of planning strategies to generate and organize ideas revise writing for style and language read and understand professional models of professional, personal, and informational correspondence, such as <ul style="list-style-type: none"> business and personal letters memos letters of recommendation cover letters resumes proposals use technology to access, develop, and modify documents for professional and informational purposes.

At the eleventh-grade level, students will engage in research that requires the selection, evaluation, use, and documentation of a variety of sources. Each student will present a research product that is clear written and accurately documented.

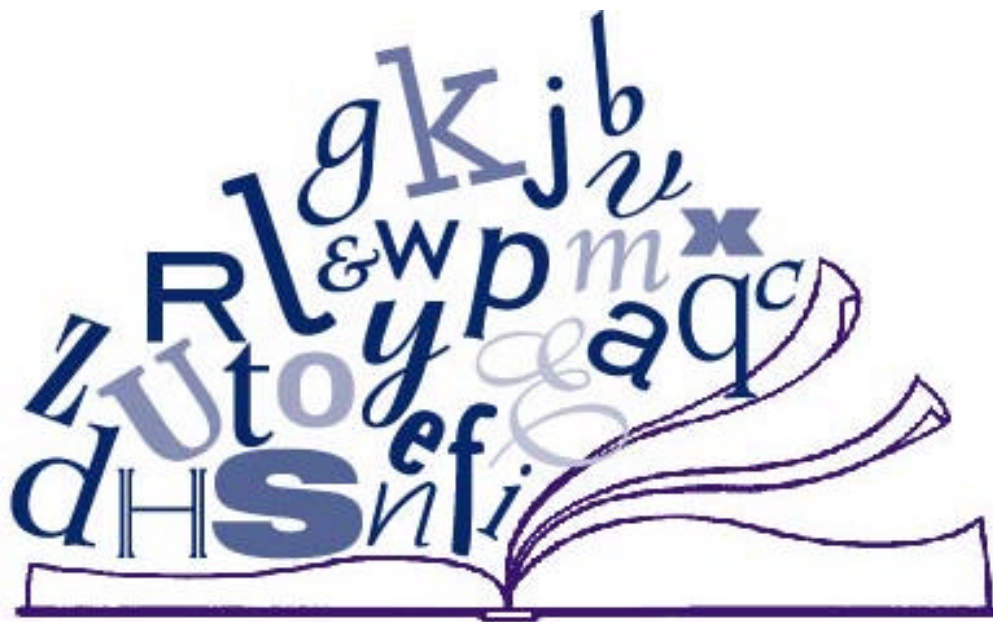
11.10 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.

- a) Narrow a topic
- b) Develop a plan for research
- c) Collect information to support a thesis.
- d) Evaluate quality and accuracy of information.
- e) Synthesize information in a logical sequence.
- f) Document sources of information using a style sheet format, including MLA (Modern Language Association) or American Psychological Association (APA).
- g) Edit writing for clarity of content and effect.
- h) Edit copy for grammatically correct use of language, spelling, punctuation, and capitalization.
- i) Proofread final copy and prepare for publication or other use.
- j) Use technology to access information, organize ideas, and develop writing.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Students will compose a documented research product that is based on valid resources and procedures. Students will evaluate the quality and accuracy of information to ensure that it is up-to-date, factual, and reliable. 	<p>All students should</p> <ul style="list-style-type: none"> understand how to evaluate sources of information to determine reliability understand how to develop a plan and collect information understand how to use technology to access, organize, and develop writing. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> preview resource materials to select a suitable topic develop a plan to gather and collect information identify a topic for research through a variety of strategies, such as <ul style="list-style-type: none"> mapping listing brainstorming webbing apply formatting rules for sources, using MLA or APA style edit materials for to ensure correct grammar, spelling, punctuation, and capitalization utilize technology to do research, organize information, and develop writing.

English Standards of Learning Curriculum Framework

DRAFT
Grade Twelve



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2003

At the twelfth-grade level, students will use organizational skills, audience awareness, appropriate vocabulary and grammar, and both verbal and nonverbal presentation skills to plan and deliver an effective 5–10 minute formal oral presentation.

12.1 The student will make a 5-10 minute formal oral presentation.

- a) Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information.
- b) Use a well-structured narrative or logical argument.
- c) Use details, illustrations, statistics, comparisons, and analogies to support purposes.
- d) Use visual aids or technology to support presentation.
- e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Students will develop skills in preparing and delivering formal oral presentations. To this end, they will develop skills in identifying purpose, researching topics, developing content, and delivering presentations. 	<p>All students should</p> <ul style="list-style-type: none"> recognize that the major purposes of speeches include exposition, persuasion, inspiration, entertainment, or marking special occasions, such as acceptance, welcome, or thank you 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use an order for developing the speech, such as <ul style="list-style-type: none"> selection of a topic related to audience and situation determination of purpose research development of an outline of introduction, body, and conclusion practice presentation develop content through <ul style="list-style-type: none"> a combination of facts and/or statistics examples illustrations anecdotes and narratives reference to experts quotations analogies and comparisons logical argumentation of reasons <p>continued</p>

- 12.1 The student will make a 5-10 minute formal oral presentation.
- Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information.
 - Use a well-structured narrative or logical argument.
 - Use details, illustrations, statistics, comparisons, and analogies to support purposes.
 - Use visual aids or technology to support presentation.
 - Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
	<p>All students should</p> <ul style="list-style-type: none">understand that semantics involves words and word order specifically chosen for meaning intendedrecognize rhetoric as the art of persuasion, especially using devices such as repetition, parallelism, and rhetorical question.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">use effective delivery created through a combination of<ul style="list-style-type: none">clear purposeorganization and development of contentsemanticsrhetoricvisual aidsvocal variety and strengthgestures, stance, and appropriate eye contactsufficient practice of content and deliveryuse appropriate and effective visual aids and/or technology to support presentations.

- 12.2 The student will analyze and evaluate formal presentations.
- a) Critique relationships among purpose, audience, and content of presentations.
 - b) Critique effectiveness of presentations

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">Students will learn to evaluate the effectiveness of a speech and develop critiques of presentations.	<p>All students should</p> <ul style="list-style-type: none">understand the components of effective presentations.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">evaluate formal presentations by analyzing and critiquing the effectiveness of the speaker's demeanor, voice, language, gestures, clarity of thought, organization of evidence, relevance, and deliveryanalyze and critique the relationships among purpose, audience, and content of presentations.

At the twelfth-grade level, students will analyze British literature and literature of other cultures, with attention to the many classic works that may be studied. In addition, students will read informational and technical texts and continue to develop their own reading process skills.

Standard 12.3**Strand: Reading Analysis****Grade Level 12**

- 12.3 The student will read and analyze the development of British literature and literature of other cultures.
- Recognize major literary forms and their elements.
 - Recognize the characteristics of major chronological eras.
 - Relate literary works and authors to major themes and issues of their eras.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">Students will understand how British literature has influenced and has been influenced by the literature of other cultures.Students will trace and examine the development of British literature and the literature of other cultures by focusing on recognition of characteristics of chronological periods and literary techniques. Students will relate literary works and their authors to major themes and issues.	<p>All students should</p> <ul style="list-style-type: none">recognize literary techniques employed in major literary formsrecognize the characteristics of the major chronological eras and the literary movements associated with those eras.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">identify literary techniques<ul style="list-style-type: none">epictragedycomedysonnet/other poetryessayjournals/diariessatireidentify the characteristics of specific eras, such as<ul style="list-style-type: none">Anglo Saxon periodMiddle AgesRenaissance17th century — Neoclassical18th century — Neoclassical19th century — Romantic, Victorian20th century — Modern, Postmodern <p>continued</p>

- 12.3 The student will read and analyze the development of British literature and literature of other cultures.
- a) Recognize major literary forms and their elements.
 - b) Recognize the characteristics of major chronological eras.
 - c) Relate literary works and authors to major themes and issues of their eras.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• recognize major themes and issues related to<ul style="list-style-type: none">– religious diversity– political struggles– ethnic and cultural mores and traditions– individual rights, gender equity, and civil rights.

- 12.4 The student will read and analyze a variety of informational materials, including electronic resources.
- Identify formats common to new publications and information resources.
 - Recognize and apply specialized informational vocabulary.
 - Evaluate a product based on analysis of the accompanying warranty and instruction manual.
 - Evaluate the quality of informational and technical materials.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">Students will develop skill in analyzing, evaluating, and applying the format and content of a variety of informational and technical texts. Such informational and technical texts include statements of facts and information needed for decision-making.	<p>All students should</p> <ul style="list-style-type: none">understand formats common to information resources and new publications.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">analyze informational and technical texts, such as<ul style="list-style-type: none">product evaluationswarrantiesinstructional manualstechnical manualscontractsWeb sitesE-zinesSearch enginesexamine the format (structure) of an informational or technical text as a route to determining and analyzing its contentdraw conclusions regarding the quality of a product based on analysis of the accompanying warranty and instruction manual.

12.5 The student will read and critique a variety of poetry.

- a) Explain how the choice of words in a poem creates tone and voice.
- b) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject and mood.
- c) Explain how imagery and figures of speech (personification, simile, metaphor) appeal to the reader's senses and experience.
- d) Compare and contrast traditional and contemporary works of poets from many cultures.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Students will understand that critical evaluation is the process of judging the merit or value of a piece of literature and that the process includes evaluating the author's effectiveness in integrating component parts to create a whole. 	<p>All students should</p> <ul style="list-style-type: none"> understand how the writer's choice of words reveals the content of the poem and the speaker's attitude regarding the content of the poem understand how the subject and mood of the poem are created through the use of sound structures understand how the reader's response to the poem is manipulated by imagery and figures of speech. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify sound structures, such as <ul style="list-style-type: none"> rhyme rhythm onomatopoeia repetition alliteration assonance parallelism explain how the reader's response to the poem is manipulated by imagery and figures of speech, such as <ul style="list-style-type: none"> metaphor simile analogy symbolism personification paradox oxymoron apostrophe allusion imagery

12.6 The student will read and critique dramatic selections from a variety of authors.

- a) Describe the conflict, plot, climax, and setting.
- b) Compare and contrast ways in which character, scene, dialogue and staging contribute to the theme and the dramatic effect.
- c) Identify the most effective elements of selected plays.
- d) Compare and contrast dramatic elements of plays from American, British, and other cultures.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">Students will use critical analysis to judge the merit of a dramatic selection. Critical analysis includes determining the author's effectiveness in integrating component parts of a drama to create a whole.	<p>All students should</p> <ul style="list-style-type: none">understand traditional and contemporary works of authors from a variety of culturesunderstand the most effective elements of a play.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">explain how dramatic conflict is created through<ul style="list-style-type: none">– exposition– rising action– climax or crisis– falling action– denouement/resolutionexplain how a dramatist's use of dialogue reveals the theme of a dramacompare and contrast the use of dialogue and staging between or among a variety of playsidentify the most effective elements of selected playscompare and contrast the use of exposition, rising action, climax or crisis, falling action, and denouement/resolution among plays from various cultures.

At the twelfth-grade level, students will produce informational and expository papers that are logically organized and contain clear and accurate ideas.

- 12.7 The student will develop expository and informational writings.
- Generate, gather, and organize ideas for writing.
 - Consider audience and purpose when planning for writing.
 - Write analytically about literary, informational, and visual materials.
 - Elaborate ideas clearly and accurately.
 - Revise writing for depth of information and technique of presentation.
 - Apply grammatically conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
 - Proofread final copy and prepare document for publication or other use.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will develop skill in creating expository and technical writings. Technical writing is prose that explains or clarifies information of a specialized nature for a targeted audience. 	<p>All students should</p> <ul style="list-style-type: none"> understand the format in order to determine the sequence of a writing. (The sequence in technical writing may be determined by the format of the task, for example, filling in blanks and answering questions.) 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> plan technical writings that address a clearly identified audience and have a clearly identified purpose (e.g., personal data sheet, resume, job description, questionnaire, job application, business communication). generate expository writings that <ul style="list-style-type: none"> explain ideas through a clear general statement of the writer's point (thesis) use specific evidence and illustrations provide concise and accurate information <p>continued</p>

- 12.7 The student will develop expository and informational writings.
- Generate, gather, and organize ideas for writing.
 - Consider audience and purpose when planning for writing.
 - Write analytically about literary, informational, and visual materials.
 - Elaborate ideas clearly and accurately.
 - Revise writing for depth of information and technique of presentation.
 - Apply grammatically conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
 - Proofread final copy and prepare document for publication or other use.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> develop analytical essays that <ul style="list-style-type: none"> examine a process make a comparison propose solutions classify define show cause and effect illustrate problems evaluate develop ideas in a logical sequence elaborate on ideas for clarity and accuracy. revise writing to provide depth of information and to adhere to presentation format edit writings for correct use of language, spelling, punctuation, and capitalization proofread writing before submitting the final copy.

At the twelfth-grade level, students will produce well-documented research papers using a standard method of documentation, either MLA (Modern Language Association) or APA (American Psychological Association).

- 12.8 The student will write documented research papers.
- Identify and understand the ethical issues of research and documentation.
 - Evaluate the accuracy and usefulness of information.
 - Synthesize information to support the thesis.
 - Present information in a logical manner.
 - Cite sources of information using a standard method of documentation, including Modern Language Association (MLA) or American Psychological Association (APA).
 - Edit copies for correct use of language, capitalization, punctuation, and spelling in final copies.
 - Proofread final copy and prepare document for publication or other use.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Students will research topics and develop documented papers that support a thesis. A documented paper is the result of following a process leading to discovery of information that is then synthesized to support a focus on a particular topic through content, style, structure, and presentation. Students must avoid committing plagiarism. 	<p>All students should</p> <ul style="list-style-type: none"> understand how to gather information and analyze it to organize and begin the writing process. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> collect information, using a variety of print and electronic sources evaluate information by <ul style="list-style-type: none"> determining its validity, accuracy, and quality formulating a reason/focus to represent findings record and organize information into a draft by <ul style="list-style-type: none"> prioritizing information developing an outline with appropriate details summarizing, paraphrasing, or selecting direct quotations. <p>continued</p>

- 12.8 The student will write documented research papers.
- Identify and understand the ethical issues of research and documentation.
 - Evaluate the accuracy and usefulness of information.
 - Synthesize information to support the thesis.
 - Present information in a logical manner.
 - Cite sources of information using a standard method of documentation, including Modern Language Association (MLA) or American Psychological Association (APA).
 - Edit copies for correct use of language, capitalization, punctuation, and spelling in final copies.
 - Proofread final copy and prepare document for publication or other use.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">revise and edit to comply with major expectations of the requirements of the assignmentcite sources of information using MLA (Modern Language Association) or APA (American Psychological Association) style methodedit copies for correct use of language, capitalization, punctuation, and spellingavoid committing plagiarism